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ABSTRACT

This newsletter summarizes federal and state legislation concerned with the transition of youth with disabilities into further education or work. It identifies relevant provisions of the federal Individuals with Disabilities Act and the Americans with Disabilities Act (ADA). Specific federal resources concerning employment, transportation, public accommodations, and telecommunications as well as two ADA publications are identified. Activities related to transition in the states have focused on adoption of either an interagency cooperative agreement or a Memorandum of Understanding model. Some states have established state transition councils. Specific transition activities and resources are identified for Maine, Minnesota, North Carolina, Virginia, and Washington state. Five specific programs (in Wisconsin, Minnesota, Oregon, Maryland, and North Carolina) are briefly described with contact information. Four program manuals are also identified. Under the heading "Effective Practices and Exemplary Products" a separate article describes the Postsecondary Education Program: Evaluation and Dissemination of Effective Practices study. It notes decisions of its advisory panel concerning criteria for project inclusion, criteria for products, site visits, product review, information dissemination, and eight products recommended for dissemination. (DB)

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INFORMATION FROM HEATH

Vol. 10, No. 3 December, 1991

NATIONAL CLEARINGHOUSE ON POSTSECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES

ED347710

TRANSITION IN THE UNITED STATES: WHAT'S HAPPENING

There is new emphasis in the United States on developing legislation, services, and programs that will help individuals with disabilities become better educated, more employable, and more independent as they leave high school and move on to further education or training.

The Individuals with Disabilities Education Act (IDEA) P.L. 101-476, which amends the Education of the Handicapped Act, P.L. 99-142 became law. The new law places a special emphasis on transition services, which the IDEA defines as a "coordinated set of activities...including postsecondary education, vocational training, integrated employment...continuing and adult education, adult services, independent living, or community instruction."

The objective of transition is to prepare students with disabilities to go directly into the job market, to prepare them for higher education or training, to assist them in living independently, and to enable them to become contributing members of the community.

Transition activities vary from state to state. The IDEA mandates that transition services for people with disabilities begin no later than age 16 , and suggests that they begin as early as age 14. With this in mind, different states have passed legislation providing for transitional services for high school students.

Here are what some states are doing to prepare students with disabilities for further education and/or employment. Programs and new resources in the area of transition are also highlighted.

State Legislation & Implementation: Selected Highlights

Most of the 50 states have passed legislation on transition services for students aged 14 to 21. States have adopted either an interagency cooperative agreement, or a Memorandum Of Understanding (MOU) model to formalize the respective responsibilities of cooperarating agencies to provide services necessary to meet the needs of special education students for life after high school. The cooperative agreement or MOU is usually drawn up between such agencies as the Department of Education (frequently the lead agency), the Department of Vocational Rehabilitation, the Department of Mental Health and/or Mental Retardation, and disability-specific organizations.

Several states, including Virginia, Maine and Minnesota, have established *state transition councils* made up of people with disabilities, service providers, educators, and parents to develop plans. Also, states such as

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HEATH Resource Center

a program of the American Council on Education

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ADA

The Americans with Disabilities Act (ADA) was signed into law July 26, 1990, and is now P.L. 101-336. ADA extends to people with disabilities the same civil rights protection given to others on the basis of race, sex, national origin, and religion. ADA will provide people with disabilities with access to mass transportation, public accommodation services including telecommunications, and state and local government. For general information about the ADA, contact Office on the Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice, P.O. Box 66118, Washington, DC 20035-6118. (202) 514-0301 (voice); (202) 514-0381 (TDD).

For more information about specific requirements, contact the following:

Employment

Equal Employment Opportunity Commission
1801 L Street, NW
Washington, DC 20507
(800) 669-3362 (Voice)
(800) 800-3302 (TDD)

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EC 301004

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EFFECTIVE PRACTICES AND EXEMPLARY PRODUCTS

The Educational Testing Service (ETS) has completed the first year of a three-year study entitled *Postsecondary Education Program: Evaluation and Dissemination of Effective Practices.* Both the American Council on Education/HEATH and the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), as subcontractors of the U.S. Department of Education-funded project, have responsibilities for significant parts of the study.

The Postsecondary Education Program: Evaluation and Dissemination of Effective Practices study has identified and will evaluate effective practices and exemplary products of approximately 30 of more than 100 projects funded by the U. S. Department of Education in the area of postsecondary education and disability since 1980. To date, there has been no systematic method developed to evaluate successful practices, or to determine which products are really useful or what types of services and strategies can be replicated from one campus to another, or how to select appropriate "proven" models so that the costs of developing support services for students with disabilities can be contained.

Advisory Panel

An Advisory Panel was convened to guide the staff in carrying out the study. Represented on the Panel are ten individuals from across the United States who have acknowledged expertise in the substance of various disability categories, as well as experience in the areas of program evaluation, disability support services, and postsecondary education administration at both 2-year and 4-year, public and private institutions. One of the first tasks performed by the Advisory Panel was to assist staff in creating criteria for including projects and products in the study.

Criteria for Project Inclusion

For a project to be included in the study, the Advisory Panel agreed that a majority of the following criteria must be met:

- The project is distinctive and beyond the usual 504 services.
- There is a known product worth pursuing.
- There is a known strategy/process that is worth disseminating.
- The strategy/process is transferable.
- There is evidence of effectiveness in a final report or other publication.
- There are project accomplishments.
- There is a sufficient range and type of information available.

The Advisory Panel also expressed interest in noting the following:

- Does the project hinge on the leadership and abilities of the project director or on other special circumstances (which might make it non-transferrable)?
- For projects which continued after federal funding ended, what pieces have been continued (even if they have changed over time)? Who is responsible for it now? How is it funded?

Criteria for Products

The Advisory Panel recommended that products be included in the study if they met most of the following criteria:

- Information must be accurate and thorough.
- The product must be current in terms of philosophy and language (e.g., should promote inclusiveness, self-advocacy, choice).
- The issue must be an important one, applicable to a large population.
- The product must stand alone.
- The product must be transferable to another setting.
- The product should be innovative in some way or should fill a need not being addressed by existing products.

Since the beginning of the study in January 1991, both sets of criteria have been applied. Staff and Advisory Panelists applied the criteria to projects which were funded since 1980 and have reduced the number of projects in the study to 23. Staff are currently working to gather further information for each of these 23 projects. Final reports will be re-examined, and in-depth telephone interviews with project directors will be conducted. Remaining gaps in information will then be identified, and decisions regarding which sites to visit will be made.

Site Visits

Staff or nearby Advisory Panel members are scheduled to visit projects in order to:

- Clarify information;
- Verify and expand on what is in the printed documents;
- Determine transferability;
- Obtain a broader perspective about the project;
- Determine institutional impact; and
- Observe the project in its setting.

If a project has been closed out, the Advisory Panel will guide staff in possibly speaking with individuals who have replicated a project, or with recipients of technical assistance (TA) that a TA-focused project may have delivered.

All such information gathering will be done so that HEATH can disseminate this compilation of knowledge on model postsecondary/disability project strategies to those interested, or inform those interested as to where they can obtain such information.

Product Review

The product-related criteria which were established by the Advisory Panelists have been applied to more than 100 products. As a result, the Advisory Panel identified certain products as exemplary, and these will either be prepared for dissemination or information will be prepared which describes the product and tells those interested how they

can obtain a copy. Based on Advisory Panel review, staff are exploring reformatting options for other products before final dissemination decisions are made. AHSSPPE will be responsible for arranging for some of the products to be field tested before dissemination strategies are finalized.

Information Dissemination

Information on these model projects and products will be disseminated over the next two years to virtually the entire range of individuals concerned with postsecondary programs for students with disabilities. The dissemination will be directed through three different types of media: papers and presentations, newsletters and fact sheets, and regional workshops.

In the final year of the study, AHSSPPE will conduct ten workshops, one in each federal region, to disseminate the study's findings. Attending these sessions will be postsecondary education disability support service providers, faculty, administrators, students with disabilities, and others interested in programs for students with disabilities. Each workshop will focus on the exemplary practices identified for different types of projects.

Products Recommended for Dissemination

The Advisory Panel has recommended a number of products for dissemination in the near future. During the next two years, additional products will be recommended for dissemination, as well. The following will be available from HEATH, or HEATH will announce other dissemination networks from which these exemplary products can be obtained.

Learning Disabilities/ Personnel Training

• *Service Operations Manual.* This manual was developed by the Northern Illinois Postsecondary Education Project, Northern Illinois University (DeKalb, IL). The manual describes the system for delivering services to students with learning disabilities at community colleges. The seven key components of this technical assistance project include: 1) Legal foundations; 2) Needs assessment; 3) Technical assistance plans; 4) Transition plans; 5) Inservice training: awareness of learning disabilities; 6) Recommendations for service coordinators: staff development; and 7) Continuation of services.

• *Six Training Manuals from the Technical Assistance for Postsecondary Education (TAPE) Project,* Northern Illinois University (DeKalb, IL). Designed to train community college personnel who work with individuals with learning disabilities, the topics of the manuals include specific intervention strategies, reading and written language, mathematics, counseling, and service networking.

• *A Guide for Delivering Faculty Inservice on the Learning Disabled College Student* was produced by the LD-Talents Project at the University of Nebraska (Lincoln, NE). The guide focuses on providing faculty inservice and training on how to work with students with learning disabilities.

• *The Postsecondary Learning Disabilities Primer* is a product of the Learning Disabilities Training Project at Western Carolina University (Cullowhee, NC). The manual is a single resource for persons inquiring about training for students with learning disabilities. It discusses transition from high school to postsecondary education; institutional considerations in LD policy and programming; academic concerns and accommodations; social skills, academic advising, and counseling issues and concerns; faculty and staff training; and career choices and job skills.

Learning Disabilities/ Student-Focused

• *TAP into Success with Transitional Assistance for Postsecondary Students* was produced by the TAPS Project at Amarillo College (Amarillo, TX). The handbook is designed to help students with learning disabilities transition into college or employment.

• Two products of the University Bound LD Students Transition Project of the University of Utah (Disabled Student Services) (Salt Lake City, UT) will be available. The first is a curriculum guide entitled *Study Skills and Learning Strategies for Transition.* It provides students with learning disabilities with the skills and strategies they will need to increase their level of success with the high school curriculum, to graduate with their senior class, to meet entrance requirements for the postgraduate school/college/university of their choice, and to be successful in the higher education environment. The second product is a videotape entitled *College: A Viable Option.*

Training Personnel to Assist with Activities of Daily Living

• Two *Curriculum Texts* and two *Instructor's Guides* from the Adult Human Services Curriculum Project at the Shriver Center (Waltham, MA). The texts and guides are designed to provide basic information to future professionals who will work with individuals with disabilities. Videotapes are also included.

Information from HEATH will keep you aware of current outcomes and decisions of the *Postsecondary Education Program: Evaluation and Dissemination of Effective Practices* study, including information on model postsecondary/disability project strategies, as well as how to obtain exemplary products. ■

Transition *(from page 1)*

Washington and Virginia have established *technical assistance centers* to provide advice and assistance on transition.

Some of these states are now focusing on developing curricula and training materials for use by professionals in the field. These resources focus primarily on youth who are leaving high school for further education or employment. Other guides provide information for parents of children with disabilities.

Maine established its Interdepartmental Committee on Transition in 1986. The Committee is a state-level organization focusing on the needs of students aged 14 to 25. The Committee on Transition works through its local components, the Area Coordination Councils. The Area Coordination Councils operate in seven areas in Maine, with funds provided by the Committee. Maine is unique both in its emphasis on state and local cooperation and in developing a linkage between the state transition system and other related systems throughout New England. For more information, contact Larry Glantz, Committee on Transition, Human Services Development Institute, University of Southern Maine, 96 Falmouth Street, Portland, ME 04103. (207) 780-4501.

Minnesota established a State Transition Interagency Committee (STIC) in the early 1980s. It has now become a formal transition committee involving the Departments of Education, Secondary Vocational, Special Education, Jobs and Training, Human Services, Rehabilitation Services, and other relevant state agencies. The STIC has also developed an interagency agreement spelling out the responsibilities of each service agency. Minnesota currenetly has a five-year federal grant to develop a statewide plan, study graduates, and develop opportunities in supported employment, and has created the Institute on Community Integration at the University of Minnesota. The Institute conducts follow-up studies of students leaving special education, provides training and technical assistance to STIC members, and has developed a guide on vocational planning in special education.

The Minnesota Department of Education set up an Interagency Office of Transition Services to focus entirely on transition for students with disabilities in the state. Also, the PACER Center (an advocacy and training center for parents of children with disabilities) is very active in providing information and developing curricula for parents. Both the Office on Transition Services and the PACER Center have developed information packets on transition services that are available for a nominal fee.

For more information, contact the Minnesota Department of Education, Interagency Office on Transition Services, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. (612) 296-0280. Also, contact the PACER Center, Inc., 4926 Chicago Avenue, South, Minneapolis, MN 55417. (612) 827-2966, Voice/TDD; in MN (800) 53-PACER, (Voice only).

Like other states, **North Carolina** has entered into a cooperative agreement between the Department of Vocational Rehabilitation and the Division of Exceptional Children. North Carolina has also established the North Carolina Assistive Technology Project (NCATP). This statewide project is funded under the Technology Related Assistance for Individuals with Disabilities Act. Its mission is to help people with disabilities lead more independent and productive lives, and to aid in their transition to education or employment. Another goal is to make policy and funding changes so people with disabilities can obtain adaptive equipment more easily. The project provides technical assistance, training and awareness, information and referral, regional demonstration labs, networking, a quarterly newsletter, and consumer support groups. For further information, contact F. Terry Kemp, Specialist for Communicative/Developmental Disabilities, 805 Ruggles Drive, Raleigh, NC 27603. (919) 733-3364.

The Exceptional Children's Assistance Center is an example of North Carolina's transition efforts. ECAC is a parent advocacy and training center which provides advice and assistance to all parents of students with disabilities in North Carolina. It provides a variety of resource materials and a lending library containing materials about transition. One publication which ECAC has developed is an informative guide on transition options after high school. In addition to an overview of transition, the resource book provides a section on guardianship geared to parents of students with severe disabilities. This section explains what guardianship is, how to prepare for it, and how to go about getting it. For more information, contact Pat Hula Queen, Transition Specialist, Exceptional Children's Assistance Center, P.O. Box 16, Davidson, NC 28036. (704) 892-1321.

Virginia established a Transition Task Force in 1990. The Transition Plan grew out of a cooperative agreement called *Virginia's Approach to*

Services for Transitioning Youth and Young Adults with Disabilities, or Project VAST. The purpose of the plan is to assure transition opportunities for all Virginia youth and young adults aged 15 through 21 years of age with disabilities The Transition Plan is implemented through an interagency agreement that includes the Virginia Governor's Employment and Training Department, the Office of State Adult Literacy, the Virginia Department of Correctional Education, the Virginia Department of Education, the Virginia Department for the Deaf and Hard of Hearing, the Virginia Department for the Rights of the Disabled, and the Virginia Department of Rehabilitative Services. Contact James E. Price, Executive Director, Governor's Employment and Training Department, The Commonwealth Building, 4615 West Broad Street, Richmond, VA 23230. (804) 367-9800.

The Parent Education, Advocacy and Training Center (PEATC), a parent advocacy organization located in Northern Virginia, has received a federal grant to establish Transition Assistance Groups (TAGs) in 12 Virginia school districts over the next three years. Each TAG will provide training and individual assistance to students, parents, teachers, and adult service providers to make sure students with disabilities are prepared to live and work in the community. For more information about the TAG groups, contact Linda McKelvey, State Transition Grant Coordinator, PEATC, 318 Morning Glory Road, Mechanicsville, VA 23111. (804) 559-4871.

Washington State has an active transition agreement for high school juniors and seniors who are continuing on to employment or further education. The state has established an agreement between local school districts, the Division of Vocational Rehabilitation, the Division of Developmental Disabilities, and the Department of Services for the Blind.

The state has also passed a bill that establishes a statewide technical assistance and transition center at the University of Washington. The center will provide advice and technical assistance to school districts and local adult service programs. One of the initiatives of the center will be to encourage and prepare special education students to continue on to community colleges or other colleges and universities. For further information, contact G.D. Van Noy, Manager, Division of Vocational Rehabilitation, Department of Social and Health Services, Olympia, WA 98504-0095. (206) 586-4036.

Programs: Selected Highlights

Some transition programs for students with various disabilities help them move from high school to college, from high school to employment, and from college to work. Still other programs focus on specific skills that will help students become more independent.

Project HAPPEN serves high school students with learning disabilities who are preparing to enter college. The program offers support services to students while they are still in high school through their freshman year in college. The project also collaborates with area community and four-year colleges in providing services to students with learning disabilities. The program provides support services such as counseling, academic advising, and technical assistance to students, faculty, and service providers. For further information, contact Connie Dalke, Director, Project HAPPEN, University of Wisconsin, Whitewater, Roseman 209, Whitewater, WI 53190. (414) 472-5239.

Transition Preparation for Deaf and Hearing Impaired Students at St. Paul Technical College is a 3-month program (based on rolling admissions) that prepares students who are deaf and hard of hearing for any college in the country, be it technical or non-technical. The program is offered in each quarter throughout the academic year. Students in the program focus on developing skills in academic areas, independent living, money management, career development, and decision-making. As part of career exploration, students spend a day with employers to learn about their jobs, and participate in internships. After completiing of the program, students may attend St. Paul Technical College, National Technical Institute for the Deaf, Gallaudet University, or other colleges and universities in their home states. For more information, contact Debra Wilcox, Admissions Chairperson, Program for Deaf Students, St. Paul Technical College, 235 Marshall Avenue, St. Paul, MN 55102. (612) 221-1337, Voice/TDD.

Summer Work Experience Program (SWEP) is a high-school-to-work transition program for students with vision impairments. This project provides students who are blind or have vision impairments an opportunity to gain work experience while they are still in high school, since many of them do not have a chance to get regular job experience. SWEP accepts approximately 20 to 45 students and is held on the campus of Reed College in Portland.

During the program's eight weeks, students spend the first week in orientation activities, taking Career Exploration classes, learning job-seeking and exploration skills, and job interview techniques. By the middle of the second week, students have found jobs with Portland employers. They travel to and from work independently, live in residence halls on the campus, and participate in after-work activities. Their job experiences last about six weeks. For more information, contact Mary Sutton, Executive Assistant, Oregon Commission for the Blind, 535 SE 12th Avenue, Portland, OR 97214. (503) 238-8375.

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Transition *(from page 5)*

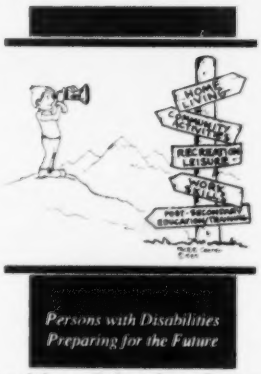
Project Empower teaches young adults with disabilities how to make choices in their own lives and how to determine what they need and want. The program works with young adults with orthopedic disabilities, and uses older adults with disabilities as mentors. The project offers training and educational activities in self-determination, advocacy, and accessing services, individual counseling on transition activities, and fun "Big Events" in which students can explore the community with their mentors. The project also provides a resource center where students and families can get information on transition issues through newsletters and brain storm sessions, and training in using accessible transportation in the community. The program involves youth with disabilities, parents and families, and mentors with disabilities. Approximately 50 youth are accepted each year. For more information, contact Jack Campbell or Dawn Telesford, Prince George's Private Industry Council, 1802 Brightseat Road, Landover, MD 20785-4235. (301) 386-5522, x244/245 voice; (301) 386-5538, TDD.

Southern Appalachian Transition Education Project: Summer Transition Experience is a one-week program designed for high school graduates with physical or learning disabilities who hope to attend college. Thirty people are accepted each summer. Students in the program live on campus for six days, staying in the residence halls, eating in the dining halls, and attending classes. The classes, held in the morning, focus on values assessment, study techniques, time management, choosing a school or college, making a career choice, developing career skills, and independent living skills. In the afternoon, students explore the community or enjoy leisure activities together. Students pay $100 to attend the one-week session. For further information, contact Arlene Stewart, Director, 20 McKee Building, Western Carolina University, Cullowhee, NC 28723. (704) 227-7127.

Selected Resources and Materials

Bridges to Employment: A Vocational Counseling Instrument will enable job developers, vocational counselors, internship coordinators, and students to determine what jobs students might like, what they might be capable of doing, and what skills and qualifications they would need to develop in order to perform certain jobs. The manual also offers tips for job counselors and developers in finding out about certain jobs and their requirements. The instrument groups skills into certain categories (fine and gross motor skills, lifting, standing, writing, reading, communication, and others) and asks each student to rate his or her skill in each area. Contact Linda McCann or Paula Griswold, Oakton Community College, District #535, Des Plaines, IL 60016-1268. (708) 635-1600.

Carson City Transition Manual, written for parents, educators and service providers working with transitioning students with disabilities, provides an excellent orientation to life after high school. Although the **Manual** is specific to Carson City and focuses on high school students preparing for work, it provides a well-written, clear explanation of what programs are available to students. It offers information on medical and financial assistance available (such as SSI and SSDI, Medicare and Medicaid), employment and training programs (how to prepare for and find a job), residential programs, and recreation and leisure opportunities. The **Manual** also lists community organizations providing services for persons with disabilities. For further information, contact Pam Swisher, Employment Specialist, Carson City High School, 1111 North Saliman Road, P.O. Box 603, Carson City, NV 98702. (702) 885-6510.



Transition: School to Community, and a teacher's guide, **Transition in a Nutshell: a Transition Resource Guide**, and **Interagency Transition of Youth with Disabilities** are manuals which outline the roles of parents, service providers, teachers, and students in transition planning. The manuals explain what transition is and how to develop transition plans, suggest curriculum materials, and list community resources. For further information, contact Sharon Pond, Consultant, Idaho State Depar-tment of Education, Special Education Section, Len B. Jordan Office Building, 650 West State, Boise, ID 83720. (208) 334-3940.

Transition Partnerships: Pulling Together is a transition guide which provides a comprehensive overview of transition and transition services, including adult service agencies and SSI/SSDI. The manual presents a clear explanation of what options (residential, community living, employment, and training) are available, and offers practical tips on how to locate and access services. One of the points the manual makes is the importance of documentation—what to document and how to document it. The manual also includes a section on guardianship—what it means in Maryland, and what to consider when thinking about establishing guardianship. The manual lists local community resources for further information. Contact the PLANS Project, United Cerebral Palsy Association of Prince George's and Montgomery Counties, 3901 Woodhaven Lane, Bowie, MD 20715. (301) 262-4993 Voice; (301) 262-4982 TDD. ■

ADA *(from page 1)*

Transportation

Department of Transportation
400 Seventh Street, SW
Washington, DC 20590
(202) 366-9305 (Voice)
(202) 755-7687 (TDD)

Public Accommodations

Architectural and Transportation Barriers Compliance Board
1111 18th Street, NW
Suite 501
Washington, DC 20036
(800) USA-ABLE (Voice/TDD)

Telecommunications

Federal Communications Commission
1919 M Street, NW
Washington, DC 20554
(202) 634-1837 (Voice)
(202) 632-1836 (TDD)

All documents available from these agencies are available in alternate formats: braille, large print, audiotape, computer disk, and electronic bulletin board. To obtain materials in any of these formats, call (202) 514-6193.

Other ADA Resources

Removing the Barriers: Accessibility Guidelines and Specifications (1991) has just been published by the The Association of Higher Education Facilities Officers (APPA) to help colleges and universities comply with the new Americans with Disabilities Act. The book's 127 pages and 105 illustrations offer detailed information on site accessibility, building entrances, doors, interior circulation, restrooms and bathing facilities, drinking fountains, special spaces, and equipment. A comprehensive facilities inventory and evaluation checklist is included, as are additional resources, a glossary, and an index. The book costs $45 for APPA members, $55 for all others; everyone must add $8 for shipping and handling. Send checks to APPA Publications, Dept. RBPR, P.O. Box 1201, Alexandria, VA 22313. (703) 684-1446.

ADA Response Handbook: A Practical Guide for Service Providers has just been published by the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) to help service providers gather up-to-date information about the Americans with Disabilities Act (ADA). The **Handbook** contains information for awareness activities on campus and within the community. The **Handbook** contains posters, factsheets, brochures, a copy of the ADA, and strategies for implementing ADA activities on campus. The Handbook costs $35 for AHSSPPE members, $60 for all others. Order by sending payment or purchase order to AHSSPPE, Department 1092, P.O. Box 21192, Columbus, OH 43221-0192. (614) 488-4972, Voice/TDD.

In addition, parents of young adults with disabilities who wish to find out more about the ADA can contact Judith Raskin, Parent Information Center, P.O. Box 1422, Concord, NH 03302-1422. (603) 224-7005. The Parent Information Center, which primarily serves the Northeast, can provide information and training on the ADA, and refer parents to a Parent Information Center in their region. ■

ORGANIZATIONS TO NOTE

The **National Institute on Deafness and Other Communication Disorders Clearinghouse** (NIDCD), created in March 1991, is one of the programs of the National Institute on Deafness and Other Communication Disorders. Its purpose is to provide information to health professionals, patients, people in industry and business, and the public about the areas of hearing, balance, smell, taste, voice, speech, and language. The NIDCD Clearinghouse focuses on the *medical* and *pathological* aspects of deafness and other communication disorders, in contrast to the 10-year-old National Information Center on Deafness at Gallaudet University, which is the place to contact for the social, psychological, and cultural aspects of deafness.

The Clearinghouse provides an information service that responds to professional and public inquiries. Among the services the NIDCD Clearinghouse offers is a database of references to journal articles, books, audiovisual materials, brochures, information sheets, manuals and other educational materials, and publications including information packets, directories, and a newsletter.

To reach the NIDCD Clearinghouse, write to NIDCD Clearinghouse, P.O. Box 3777, Washington, DC 20013-7777. You can also write or call Program Planning and Health Reports Branch, National Institute on Deafness and Other Communication Disorders, National Institutes of Health, Building 31, Room 1B-62, 9000 Rockville Pike, Bethesda, MD 20892. (301) 496-7243,Voice; (301) 402-0252,TDD.

Recording for the Blind (RFB) and **Computerized Books for the Blind (CBFB)** have merged to provide readers with access to more than 200 materials available on computer disks, and more than 78,000 titles in RFB's tape library. Additional journals, periodicals, manuals, and other reference materials will become available in computer format in the future.

Members of RFB are automatically members of CBFB, and members of CBFB are also members of RFB. Members of either group wishing to obtain a book or diskette may place an order with a consumer service representative by calling (800) 221-4792. A new identification number will be issued to CBFB members using this service for the first time.

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TECHNOLOGY NEWS

Sound-Proof is a user-friendly computer program which enables the student to hear words spoken by a high quality speech synthesizer as they are simultaneously highlighted on a computer monitor. This new product enables people with learning disabilities to write, review, and proofread their own work. **Sound-Proof** enables the user to easily catch punctuation and grammatical errors, hear omissions, and determine whether what has been written makes sense.

Reading comprehension can be enhanced because **Sound-Proof** visually highlights each word as it is spoken.

Sound-Proof can be previewed through a video that details how to use the system, and features a student description of how **Sound-Proof** is beneficial when used within the academic environment. For more information and a preview of the video about Sound-Proof, call (800) 722-3393 or write to HumanWare, Inc., 6245 King Road, Loomis, CA 95650.

The National Easter Seal Society announces a quarterly technology publication, **Computer-Disability News**. This new publication is for individuals with disabilities and their families, educators, and rehabilitation professionals. This publication will have a listing of numerous key resources for readers to contact for additional information. **Computer-Disability News** will feature stories about either software for people with learning disabilities or a model program in which computers assist persons who are aging.

For more information or for a free copy of the latest newsletter contact Easter Seal System, National Easter Seal Society, 5120 South Hyde Park Boulevard, Chicago, IL 60615. (312) 667-7400.

Computers and Students with Disabilities: New Challenges for Higher Education is a publication developed by Project EASI (Equal Access to Software Instruction), A project of the EDUCOM, Educational Uses of Information Technology (EUIT) Program. This publication provides an overview of how individuals with disabilities use computers in postsecondary education. It can be used to teach campus computing personnel, students, and disabled student service providers about planning ideas, accessibility guidelines, and legal issues. The publication addresses how students and staff with disabilities can use computers with accommodations in the academic and administrative environments. **Challenges** also includes an "Implementation Models" section which lists some of the postsecondary institutions that have explored how best to integrate the expertise and resources of the computing services and the disabled students services offices to address the technology-access needs of students. The publication lists selected resource organizations and programs, resource people, and additional publications. The first copy is free from EUIT. For additional copies, contact Ruth Holder, EUIT Program, EDUCOM, 112 16th Street, NW, Suite 600, Washington, DC 20036. (202) 872-4200. ■

NEW RESOURCES

The **National Teaching & Learning FORUM** is a new national newsletter which is published by The George Washington University's School of Education and Human Development and the Educational Resources Information Center (ERIC) Clearinghouse on Higher Education. The publication, which will appear six times a year, joins the theoretical and practical aspects of teaching and learning, and will include articles by faculty members on teaching strategies to help students learn. Other regular features will include ERIC Tracks, a compendium of the best new research on teaching and learning; TA Forum, focusing on new faculty; and a listing of workshops designed to help faculty members sharpen their instructional skills.

The premier issue of **The National Teaching & Learning FORUM** includes a look at a University of Oklahoma professor's creative use of personal computers in teaching students eighteenh century literature, an article that addresses the lack of training for teaching assistants, an examination of how advances in cognitive science are helping create a new model of teaching and learning, as well as a presentation of some of the most interesting literature on learning styles and learning strategies.

Faculty and administrators from across the country are encouraged to make contributions to the newsletter, thereby helping a national dialogue on improving teaching and learning in the college classroom to emerge. *HEATH encourages, for example, staff of Offices of Disabled Student Services to contribute new ideas, new approaches, and thoughts regarding the teaching and learning of individuals with disabilities.*

Subscriptions to **The National Teaching & Learning FORUM** are available by prepaying ($39.00 per subscription, or call (202) 296-2597 for discount information for multiple subscriptions) to **The National Teaching & Learning FORUM**, ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183. (202) 296-2597.

1-800-62-MY-GED

People may now call a toll-free telephone number to find out how to prepare for and take the GED Test. Within the next few months, the public will hear radio and TV messages from Bill Cosby, Waylon Jennings, and Barbara Bush that encourage adults who didn't finish high school to call the number 1-800-62-MY-GED. Those who pass the GED Tests earn a GED Diploma, which is equivalent to a high school diploma.

The operators of the 800 line will send out a *GED Information Bulletin* and the GED disability brochure to callers who specify that they have a disability. The operators will refer callers to GED Centers in their state and their local adult education program for inquiries concerning testing procedures for individuals with disabilities.

Approximately, 7 percent of those who take the GED Test report having a disability. The GED Tests preparation material and the GED Practice Test, are available in large print, audiocassette tape, and video tape. The video is not "closed captioned."

Over 10 million adults have earned GED Diplomas since the program began in the 1940s. In 1990, 431,000 adults passed the GED Tests. GED Diplomas now account for 1 of every 8 high school diplomas awarded annually in the United States.

The national GED Information Hotline is operated by the American Council on Education, the organization that develops and administers the GED Tests. ■

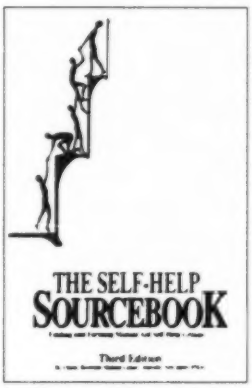
New Resources *(from page 8)*

Handicapped Funding Directory—A Guide to Sources of Funding in the United States for Programs and Services for the Disabled, Seventh Edition (1990), by Richard M. Eckstein, Researcher, begins with three essays on grantsmanship entitled "Watch Your Language!," "31 Reasonable Reasons for Rejection," and "The Largest Minority." Included among the authors of these essays is Frank G. Bowe, Ph.D., former chair of the U.S. Commission on Education of the Deaf, and current professor at Hofstra University. The book then presents a listing of 21 different associations that offer various types of funding, such as research grants, fellowships, and scholarships. The type of funding offered is indicated, and complete contact information is provided. Eckstein next presents a listing of 1,221 different foundations and corporations that offer funding. The listing is organized alphabetically by state, and each foundation/corporation is numerically ordered, allowing for easy cross-referencing with the topical index provided at the end of the book. Complete contact information is provided for each, descriptors that target the type of funding that is available and/or the type of audience that funding is targeted are provided.

Brief appendices also offer useful information. Highlights include 15 different types of federal assistance which are briefly defined, a listing of contact information for the regional offices of both the Department of Health and Human Services and Regional Commissioners for Rehabilitative Services; and telephone numbers for state-level federal information centers.

Also contained is a listing of collections of the Foundation Center, which disseminates information on private giving through public means.

The **Handicapped Funding Directory** is available by prepaying $39.50 (add $4.00 for handling) to Research Grant Guides, Dept. 4B, P.O .Box 1214, Loxahatchee, FL 33470. (407) 795-6129.



The Self- Help Source Book compiled and edited by Edward J. Madara and Abigail Meeses (1990), is a comprehensive guide to over 600 self-help groups. These groups serve as both resources and self-help group models. The focus of the groups is very broad. Groups under the heading of Alcoholism range from the well known (such as Alcoholics Anonymous and Al-Anon), to lesser known groups (such as the American Atheist Recovery Groups). The book covers many different topics and lists groups that help people with such difficulties as Amputation and Limb Deficiency, Learning Disabilities, and Obsessive-Compulsive disorders. The book concludes with a section dedicated to "Other Health Problems," which lists such things as Prune Belly Syndrome and Tays-Sachs Disease. The book is useful for health and mental health professionals, as well as any person or professional in the business of making referrals to others. The **Self-Help Sourcebook** is available for $10.00 first class postage, $9.00 book rate postage. Checks should be made out to *St. Clares-Riverside Foundation* and mailed to American Self-Help Clearinghouse, Attn: Sourcebook, St. Clares-Riverside Medical Center, Denville, NJ 07834.

(continued on page 10)

PROFESSIONAL DEVELOPMENT OPPORTUNTIES

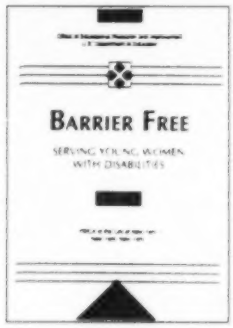
The *Summer Institute in Integrated Education and Community* will be offered at **McGill University**, in Montreal, Quebec, from July 6-17, 1992. This program is a two-week immersion which focuses on strategies for including people with disabilities in schools and communities. Five workshops provide the "how's" and "why's" of integration. Courses meet daily from 9 a.m. to 3 p.m. and are followed by community seminars from 3:30 to 5 p.m. All 225 participants convene to hear special seminars by faculty members. The program is appropriate for a wide variety of people, including classroom teachers, parents, advocates and self-advocates, administrators and human services workers. The program costs $600 (Canadian) or $550 (U.S.), and group reductions are available. Course credit and housing are available on campus for a fee. Two scholarships exist, the Dr. John A. Bryant Memorial Scholarship, designated for Canadian graduate students, and the Bains Family Foundation Scholarship for Canadian parents and self-advocates. For information about the *Institute*, please write McGill Summer Institute Secretary, Faculty of Education, 3700 McTavish Street, Montreal, Quebec, Canada, H3A 1Y2, or phone (514) 398-4242, or fax (514)398-6968.

The **Ohio State University**'s *Rehabilitative Services Program* has recently been awarded a grant from the U.S. Rehabilitation Services Administration to educate students in their Master's Degree Program in Rehabilitative Counseling. These traineeships offer tuition and fee waivers for four quarters of instruction as well as a monthly stipend.

The *Postsecondary Learning Disability Unit* of the A.J. Papanikou Center on Special Education and Rehabilitation at The **University of Connecticut** will convene its fourth annual three-day, summer *Postsecondary Training Institute for Learning Disabilities Service Providers* June 17-19, 1992 in the Hartford (CT) area. Participants can select two intensive strands, each of which will meet three times during the conference. Ten conference strands will be offered, including transition to employment, counseling issues, program organization and management, and faculty/staff training and development. Separate single sessions and roundtable discussion groups covering additional topics will also be offered throughout the conference. The basic registration fee includes three days participation in the Institute, a Wednesday evening banquet, a wine and cheese reception on Thursday, three continental breakfasts, and daily refreshment breaks. The Institute will be offered for academic credit. For more detailed information about the Institute and additional programs such as the Thursday evening workshop on Testing Accomodations for Students with Disabilities, contact The University of Connecticut, Center for Professional Development, One Bishop Circle, U-56D, Storrs, CT 06269-4056, or call (203) 486-3231 or (203) 486-4036.

The American University, Washington, D.C. will host a conference on *Foreign Language Learning and Learning Disabilities*, cosponsored by the Center for Psychological and Learning Services and the English Language Institute, April 9-11, 1992. The conference will explore the topic of language learning disabilities in college students, not only among English speaking students learning a foreign language, but also among international students learning English. Diagnosis, teaching strategies, policies and procedures will be addressed. For additional information, contact Cathleen Papadopoulos, English Language Institute, American University, 4400 Massachusetts Avenue, Washington, DC 20016. (202) 885-2147. ■

New Resources *(from page 9)*



Barrier Free—Serving Young Women with Disabilities (1991), by Linda Marks and Harilyn Russo, is a manual designed for agencies that want to include and work with young women with physical or sensory disabilities. The manual begins by addressing general questions and concerns that typically arise in agencies working with women with disabilities for the first time: "Does Mainstreaming Really Help Everyone?" and "What Do We Mean by *Disability*." The manual's main focus is six short exercises that work on conciousness-raising for the non-disabled person. The exercises include *Independent Living*, which asks the participants to recall a time (like adolescence) in which they too were struggling with independence issues. Also included is *Personal Consciousness-Raising* which walks the participants through such exercises as "Imagine Yourself Disabled". Books and resources are listed in the back of the manual. The book is useful to those groups that need some direction in their awareness training, or who need a formula on which to base their awareness workshops. The manual was developed out of the work with the Networking Project for Disabled Women and Girls, and has been field-tested with a diverse group of agencies. To order **Barrier Free** enclose a check for $8.00 + $2.00 postage made out to Women's Educational Equity Act Publishing Center, and mail it to Education Development Center, 55 Chapel Street, Newton, MA 02160, or call (800) 225-3088, in Massachusetts call (617) 969-7100.

College and Career Programs for Deaf Students 1991, is the expanded edition of this annually published directory which can be used by parents, teachers, counselors, and students preparing for postsecondary education. This comprehensive publication lists more than 150 programs for students who are deaf. The publication lists colleges and universities, community colleges, and technical institutes in the United States and Canada. An individual can find information about a program according to geographic region and state. Each postsecondary institution included has information about admissions, enrollment, costs, degrees available, preparatory activities for each program, and deaf students' major areas of study at the particular institution. **College and Career Programs for Deaf Students** is available for $12.95 from the Center for Assessment and Demographic Studies, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002. (202) 651-5575; (800) 451-8834, ext. 5575, Voice/TDD.

Approaching Equality: Education of the Deaf (1991), by Frank Bowe, summarizes the progress made to improve education for deaf and hard of hearing people since the U.S. Commission on Education of the Deaf (COED) issued its report **Towards Equality**, in 1988. The report listed 52 recommendations which covered early intervention programs for infants and young children, elementary and secondary education programs, postsecondary programs, technology, and other programs and services.

As of February 1991, three years after **Toward Equality** was written, significant action has been taken on half of the recommendations. For example:

• Congress established the National Institute on Deafness and Other Communication Disorders, under the National Institute of Health, to conduct research on the causes and treatments of deafness and hearing impairment. (See article on page 7 of this newsletter.)

• The Department of Education has begun to establish and fund programs and policies ensuring that professionals in programs for deaf students are adequately trained and prepared. But states have not been required to ensure that special education teachers are competent to work with deaf children, or that regular classroom teachers working with deaf students receive the training and assistance they need. Interpreters working in educational settings are expected to meet national standards in education and training.

• The Department of Education has paid significant attention to funding and improving postsecondary education programs for deaf students.

• Congress now requires that each new television set be installed with a microchip that will allow it to caption television shows without the aid of a closed caption decoder. Congress also provides funds for information and technical assistance on assistive technology.

Despite the progess made on the recommendations, much still needs to be done. Frank Bowe, former chair of the Commission, said in his interview with HEATH, "I think—and many others share my view on this—that the U.S. Department of Education's enforcement efforts on Section 504 in postsecondary education and IDEA (Individuals with Disabilities Education Act) in elementary and secondary education leave a great deal to be desired. . . . We need a much stronger presence to protect children, youth, and adults with disabilities.

"Second, we need much better non-college education for deaf youth. There are so few vocational-trade programs preparing deaf people for careers that many deaf young people are sent to college, for which they are nowhere near ready.

"Third, I am firmly convinced that after 15 years of 'equity' in special education, the time has come to move to 'excellence.' We've got to make the move—which general education already is starting—toward excellence, toward quality."

Approaching Equality describes how changes can be made in education for deaf people and serves as a "case book" on special education policy.

Approaching Equality can be ordered for $12.95 through T.J. Publishers, 817 Silver Spring Avenue, Suite 206, Silver Spring, MD 20910. (800) 999-1168, Voice/TDD.

Complete Directory for People with Disabilities (1992), edited by Leslie McKenzie, is a comprehensive, 580-page **Directory** developed to provide a single information resource for people with disabilities, their families and friends, and professionals working with them. People using the **Directory** can find answers to such questions as "Where did I find. . . .?" "Is there an organization that can help . . .?" "What are the latest publications on my disability?" The book is divided into 17 chapters covering such areas as assistive devices, publications, computers, rehabilitation programs, funding sources, and travel and transportation information. The **Directory** can be ordered for $69.95 from Grey House Publishing Company, Pocket Knife Square, Lakeville, CT 06039. (203) 435-0868. ■

Organizations *(from page 7)*

For more information, contact Recording for the Blind, 20 Roszel Road, Princeton, NJ 08540. (800) 221-4790. For information on hardware or software, call or write Recording for the Blind, 52 Corbin Hall, University of Montana, Missoula, MT 59812. (406) 243-5481. ■

NEW FROM HEATH

Section 504—The Law and Its Impact on Postsecondary Education is an 8 - panel brochure that describes the essence of the regulations implementing the section of the Rehabilitation Act of 1973, which prohibits discrimination solely on the basis of disability. The brochure identifies who is protected under the law, what colleges and universities may not do, and what they can do to implement program modifications. This publication, published by the American Council on Education, makes a clear statement to campus administrators about their rights and responsibilities. A single copy is available free by request from HEATH. Multiple copies may be ordered at the following cost-recovery prices, which include postage and handling: 10 for $5.50; 25 for $8; 50 for $15.50.

Transition Summary—Options After High School for Youth with Disabilities (Number 7, September 1991) is a 28 - page compendium of articles about the many avenues for youth to pursue after they finish high school. This edition of the **Summary** is a joint publication of the HEATH Resource Center and the National Information Center for Children and Youth with Disabilities (NICHCY). Topics covered in clear, plain language include self-determination, employment, adult systems, accommodations, record keeping, work incentives of Social Security programs, postsecondary education and training, and many more. Of particular note is a check-list for students and families called *Taking Action*, which covers what to do in junior high school, high school, and after high school. A useful bibliography and resouce list conclude the **Summary**. Request a single free copy from HEATH or contact NICHCY at P.O. Box 1492, Washington, DC 20013.

Both items above, as well as the current **Publications List**, may be ordered from HEATH, One Dupont Circle, Suite 800, Washington, DC 20036. (202) 939-9320 or (800) 544-3284. Both telephones are voice/TDD. ■

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